Chaffey College
Academic Senate

Academic Senate Minutes

October 13, 2026

Elizabeth “Liz” Encarnación	President	2025-2027	Y
Stephen Shelton	Vice President	2026-2027	Y
Laura Santamaria Brady	Secretary/Treasurer	2026-2027	Y
Angela Burk – Herrick	Curriculum Chair	2025-2027	Y
Laura Santamaria Brady	Arts, Communication & Design A	2026-2028	Y
Henry Leonor	Arts, Communication & Design A	2025-2027	Y
Vacant	Arts, Communication & Design B	2026-2028	
Nicole Farrand	Arts, Communication & Design B	2025-2027	Y
Myra Andrade	Academic & Career Counseling	2026-2028	Y
Wendy Whitney	Academic & Career Counseling	2025-2027	Y
Joseph Lee	Business, Technology & Hospitality/Manufacturing, Industrial Design & Technology	2026-2028	Y
Jonathan Polidano	Business, Technology & Hospitality/Manufacturing, Industrial Design & Technology	2025-2027	Y
Hannah Carter	Chino Campus	2026-2028	Y
Manar Hijaz	Chino Campus	2025-2027	N
Sean Connelly	Fontana Campus	2026-2028	Y
Anthony Guaracha	Fontana Campus	2025-2027	N
Vacant	Hospitality, Fashion, Interior Design, and Culinary	2025-2027	
Vacant	Hospitality, Fashion, Interior Design, and Culinary	2026-2028	
Lisa Doget	Health & Wellness - Health Sciences	2026-2028	N
Vacant	Health & Wellness - Health Sciences	2025-2027	
Annette Henry	Health & Wellness - Kinesiology, Nutrition & Athletics	2026-2028	Y
Candice Hines-Tinsley	Health & Wellness - Kinesiology, Nutrition & Athletics	2025-2027	N
Terezita Reyes Overduin	Instructional Support	2026-2028	Y
Christina Holdiness	Instructional Support	2025-2027	Y
Melanie Bratcher	Public Service, Culture, & Society	2026-2028	Y
Rebecca Brewer	Public Service, Culture, & Society	2025-2027	Y
Justin Keller	Science, Technology, Engineering & Mathematics	2026-2028	Y
Louisa Villeneuve	Science, Technology, Engineering & Mathematics	2025-2027	Y
Tamari Jenkins	Senator-At-Large	2026-2029	Y
Jin Liu	Senator-At-Large	2025-2028	Y
Sarah Chamberlain	Senator-At-Large	2024-2027	Y
Vacant	Adjunct Senator-At-Large	2026-2028	
Ekta Kandhway	Adjunct Senator-At-Large	2025-2027	Y
	Alternates & Liaisons		
Stephen Shelton	Arts, Communication & Design A	2026-2028	Y
Vacant	Arts, Communication & Design B	2025-2027	
Jackie Boboye	Academic & Career Counseling	2026-2028	Y
Fabiola Espitia	Academic & Career Counseling	2025-2027	N
Jay Scott	Business, Technology & Hospitality/Manufacturing, Industrial Design & Technology	2025-2027	N
Vacant	Chino Campus	2025-2027	
Vacant	Fontana Campus	2025-2027	
Vacant	Hospitality, Fashion, Interior Design, and Culinary	2026-2028	
Vacant	Health & Wellness - Health Sciences	2025-2027	
Robert “Rob” Hadaway	Kinesiology, Nutrition, & Athletics	2026-2027	Y
Rose Ann Osmanian	Instructional Support	2025-2027	N
Vacant	Public Service, Culture, & Society	2026-2028	
Maryline Chemama	Science, Technology, Engineering & Mathematics	2026-2028	N
Candace Leuthold	Science, Technology, Engineering & Mathematics	2025-2027	N
Vacant	Adjunct Alternate Senator	2025-2027	
Sarah Schmidt	Classified Senate Liaison	2025-2027	Y
Zeinah Abdelrhman	Chaffey College Student Government	2026-2027	Y
Sarah Libdeh	Chaffey College Student Government	2026-2027	Y

1. **Personal Expression (12:30 P.M.)**

2. **Call To Order (12:35 P.M.)**

   2.1. Land Acknowledgement

With respect and honor for the lands where Chaffey College resides and the leaders who came before us, we would like to take a moment to acknowledge the Gabrieleño-Tongva (GABRIEL-EN-YO TONG-VAH) Peoples, the original stewards of these sacred and unceded homelands. The Tongva people's history, language(s), cultural traditions, and legacy continue to shape this region and we recognize their continuing presence in their homelands.

Read by Ekta Kandhway, Adjunct Senator-at-Large

   2.2. Attendee Identification (Chino and Fontana Senators: cameras must be on; turn off all virtual backgrounds.)

3. **Public Comment** (Reserved for Guests only and limited to two minutes.)

4. **Adoption Of Agenda**

   4.1. October 13, 2026

   4.2. **Motion for Approval** - Senator Lee moved to adopt the agenda with the addition of 5.2.4 Dean, Science, Technology, Engineering, and Mathematics (STEM) Committee. Senator Polidano seconded the motion. The motion was approved. 10.13.26, 22Y/0N/0A.

5. **Consent Agenda**

   5.1. October 6, 2026 **Meeting Minutes.** (See attachment titled "Academic Senate Minutes, October 6, 2026 Draft.")

   5.2. Faculty representatives who have been requested to serve on these selection/hiring committees:

   5.2.1 Financial Aid Advisor
   Haz Novoa, Instructor, Computer Science

   5.2.2 Accountant
   Ava-Kathryn Capossela, Instructor, Business

   5.2.3 Systems Specialist
   Angela Burk-Herrick, Instructor, Biology

   5.2.4 Dean, Science, Technology, Engineering, and Mathematics (STEM)
   Rob Kopp, Instructor, Mathematics
   Sarah Chamberlain, Instructor, Biology
   Jinny Lee, Instructor, Earth Science/Geology
   Steven Bernard, Instructor, Chemistry

5.3 **Motion for Approval** - Senator Polidano moved to adopt the Consent Agenda with edits to the public comment in the minutes and the addition of item 5.2.4 to the Consent Agenda. Senator Kandhway seconded the motion. The motion was approved. 10.13.26, 22Y/0N/0A.

6. Guest(s)/Presentation(s) - Local RSI Definition presented by the workgroup. (See attachment titled Regular and Substantive Interaction (RSI): A Local Definition & Regular and Substantive Interaction (RSI).

6.1. Adriana Arce asked whether DE is able to reference this local RSI definition in the interim while it moves through the process of approval.

6.2. Senator Bratcher asked whether there is a matrixed set of combinations of what appropriate interaction looks like. This can be developed after adoption of the local RSI definition. The current proposal only establishes a baseline.

6.3. President Encarnacion noted that once a local definition has been adopted, the Senate should look at faculty use of instructional material such as plug and play classes, publisher content, online content, etc as an extension of this conversation.

7. Report(s)

7.1. President

7.2. Vice President

7.2.1. Cybersecurity Awareness Training needs to be completed by 10/30

7.2.2. Fast-track 1 grades are due from faculty by this Thursday, 10/15

7.2.3. Adriana Arce sent out an email yesterday letting us know there is now an option for self-paced Accessibility Readiness Training.

7.3. Secretary/Treasurer

7.4. Curriculum Chair

7.5. Classified Senate Liaison

7.6. Chaffey College Student Government Liaison

7.7. Academic Senate Workgroups, Reporting Committees, and Liaisons

7.7.1. Senator Santamaria Brady shared that Undocumented Advocates is leading “Writing as an Act of Resistance" on October 22nd from 1:10-3:30 pm in LA-104 as part of programming for Undocu Student Success Week.

8. Unfinished Business

8.1. Discussion/Possible Action Item: Local GE pattern Definition (See attachment titled Associate Degree Basics and Active Program Hierarchy).

8.1.1. Senators asked for clarification regarding the difference between AS-Ts and AA Ts degrees.

8.1.2. Senator Holdiness stated that the addition of area 7 to the local GE pattern can have a positive impact. She also noted that there may be a good number of courses that double count, like personal finance.

8.1.3. Senator Villeneuve noted that considering which courses double count may add confusion to students in high unit majors who may have to navigate figuring out which courses count so as to not take extra courses.

8.1.4. President Encarnacion clarified that Title 5 does not allow for double counting for courses outside for major requirements.

9. New Business - None.

10. Floor Items ******10 minutes each* (Reserved to raise concerns within the Academic Senate scope. The Senate will hear your concerns/questions, but may not respond. If requested, the concern can be included on a future agenda.)

11. Announcements

11.1. Chaffey College

11.2. Academic Senate for California Community Colleges (ASCCC) Information

11.2.1. Check out the Academic Senate for California Community Colleges webpage for other great webinars/events at asccc.org

11.2.2 California Community Colleges - Just Transition: Academic Academy for Climate Justice and Action, taking place October 23-24, 2026, at the Hyatt Regency in Newport Beach.

Join faculty leaders statewide and CCCCO Climate Fellows at the ASCCC Academic Academy for co-learning and collaboration. The Just Transition: Academic Academy for Climate Justice and Action equips participants with tools and strategies to integrate climate action, sustainability, and equity into teaching, programs, and institutions.

Participants will develop tailored climate action plans while exploring climate literacy, curriculum innovation, and community engagement across key strands, including climate justice, environmental equity, leadership, and workforce development.

11.2.3 Save the date and start planning early! ASCCC's Annual Fall Plenary Session will be held November 5–7, 2026. This will be a fully in-person event. Only the Saturday elections and resolution voting session will be offered in a hybrid format. Fall Plenary Session will take place at the Grand Bay Hotel San Francisco, 223 Twin Dolphin Dr, Redwood City, CA 94065. We hope that all local faculty leaders will plan to join us in Redwood City!

12. Adjournment (1:50 P.M.)

The next Academic Senate meeting will continue on October 20, 2026.

Lissa A. Napoli, Recording Secretary

Laura Santamaria Brady, Treasurer / Secretary

CHAFFEY COLLEGE ACADEMIC SENATE

Regular and Substantive Interaction (RSI): A Local Definition

For Distance Education at Chaffey College

Presented by the RSI Workgroup

Tuesday, October 13, 2026

1

Who: The RSI Workgroup

Charged by the Academic Senate Senate

February 17, 2026

"Explore the need for a local definition of definition of Regular and Substantive Substantive Interaction (RSI) and address address the disconnect in the local evaluation of RSI and ACCJC evaluation of evaluation of RSI."

WORKGROUP MEMBERS

Nicole Farrand	Senator
Kimberly George	Distance Ed Co-Facilitator
Christina Holdiness	Senator
Ekta Kandhway	Senator
Angela Sadowski	CCFA Secretary
Louisa Villeneuve	Senator

2

What: Chaffey’ s Local Definition of RSI

One shared definition of what Regular and Substantive Interaction means in means in Chaffey’s distance education courses.

Where it applies

All fully online courses, both asynchronous and synchronous, and all hybrid courses.

Why it matters to students students

RSI separates distance education from correspondence education, which affects federal financial aid eligibility.

Why it matters for accreditation

ACCJC reviews RSI. A local definition aligns how we evaluate RSI with how ACCJC evaluates it.

3

How: Built on Existing Requirements

FEDERAL	34 C.F.R. §600.2
STATE	California Title 5, §55204
ACCREDITATION	ACCJC Quality Continuum Rubric and DE Review Protocol (Nov. 2024)
LOCAL	AP 4105 and the 2026–29 CCFA Agreement, Section 19.8 19.8

These became one local definition with:

- Minimum frequency by term length
- Examples of what counts, and what does not
- How it applies to hybrid and synchronous courses

4

The Definition at a Glance

Substantive

Use at least 2 of these 4 methods:

1. Direct instruction (synchronous only)
2. Feedback on coursework
3. Answering course content questions
4. Facilitating group discussion

Regular

- Predictable and spread across the whole term
- **Minimum:** 1× per week in 14- and 17.5-week terms; 2× per week in 6- and 8-week terms
- Monitor engagement and reach out proactively

Student-to-Student

- Provide the opportunities the Course Outline of Record or DE addendum requires
- Faculty are evaluated on the design, not on whether students participate

Interaction must come from the instructor of record. In hybrid courses, the online portion must meet the standard on its own. standard on its own.

If Adopted: A Required Standard, Not Guidance

A required local standard, not a best-practice document.

Once adopted, it applies to every fully online and hybrid course.

Proposed start: **Spring 2027**

Requirements, not suggestions

The definition uses “must.” It states what every course has to do.

One standard for everyone

Clear, consistent expectations for faculty, evaluators, and administrators.

Jointly approved

Signed by the Academic Senate President, the Associate Superintendent of Superintendent of Instruction, and the Superintendent/Designee.

A Baseline, Not Best Practices

ENCOURAGED, NOT REQUIRED

Best practices

Such as the CVC-OEI Course Design Rubric, DE training, and faculty resources

REQUIRED

The baseline: this definition

The minimum every fully online and hybrid course must meet

> *"These are floors, not ceilings; more frequent interaction is encouraged."*
>
> Local RSI Definition, Section III-B

- Examples are illustrative, not exhaustive. There are many ways to meet the standard.
- Faculty keep the choice of how to meet it, and how far to go beyond it.

7

Next Steps: Path to Adoption

Academic Senate review

Adoption and implementation

1	2	3	4	5	6	7
Oct. 13	**Before next meeting**	**Next Senate meeting**	**After discussion**	**After adoption**	**Before start**	**Spring 2027**
Introduce the draft	Senators review the clean copy	Discuss and give feedback	Revise, adopt, and sign	Revise AP 4105 to align	Communicate and train	Takes effect (proposed)

AP 4105 currently describes student-to-student interaction as required. We recommend updating it to match Title 5 and to reference the local definition.

8

Our Ask of the Senate

1 Review

Read the draft of the local RSI definition before the next Senate meeting.

2 Discuss

Bring questions, concerns, and suggested changes to the next Senate meeting.

Questions?

RSI Workgroup Senators: Nicole Farrand, Christina Holdiness, Ekta Kandhway, or Louisa Villeneuve

CHAFFEY COLLEGE

Regular & Substantive Interaction (RSI)

Local Definition for Distance Education

Effective Term	Scope	Authority
Spring 2027	All fully online (asynchronous and synchronous) and hybrid courses	Academic Senate / District Administration

I. Purpose & Regulatory Basis

This document establishes Chaffey College's local definition of Regular and Substantive Interaction (RSI) for distance education courses. It is intended to align institutional practice with federal and California state requirements, support equitable and high-quality instruction, and provide clear, consistent expectations for faculty, evaluators, and administrators.

- **Federal regulations (34 C.F.R. §600.2)** define distance education as instruction delivered through technology that "support[s] regular and substantive interaction between the students and the instructor."
- **California's Title 5 regulations (§55204)** additionally require that any portion of a course conducted through distance education include regular and substantive interaction between instructor(s) and students, and among students if described in the Course Outline of Record (COR) or distance education (DE) addendum.

Why This Matters

RSI is the regulatory boundary between "distance education" (Title IV eligible) and "correspondence education" (not eligible). Failure to meet RSI requirements can jeopardize federal financial aid eligibility for students.

ACCJC accreditation reviewers evaluate RSI during institutional reviews. Consistent, documented evidence is essential.

Strong RSI practices are associated with better student outcomes, retention, and equity, particularly for online learners.

II. Substantive Interaction

A. Substantive Interaction: Methods and Examples

To satisfy the substantive interaction requirement, **instructors must use at least two of the following federally recognized methods**. Examples below are illustrative, not exhaustive. See Section III-B for cadence requirements.

1. Direct Instruction (Scheduled Synchronous Online Sessions Only)

- Live lectures, real-time demonstrations, or synchronous class sessions with active instructor facilitation via video conferencing or other approved educational technology

> ⚠ This method does not apply to fully asynchronous courses per the ACCJC Quality Continuum Rubric (Nov. 2024).

2. Assessing or Providing Feedback on Coursework

- Rubric comments, SpeedGrader annotations, or submission comments that explain performance and offer specific improvement suggestions
- Audio or video feedback on student assignments
- Feedback on drafts, outlines, or formative work with actionable guidance

> ⚠ **Feedback must be substantive.** Comments limited to “good job” or grade notation without explanation do not qualify.

3. Providing Information or Responding to Questions About Course Content

- Instructor-created written instruction, videos, screencasts, or audio recordings in response to student questions about content or course progress
- Instructor-created guides, examples, demos, or annotated models in response to student questions about content or course progress
- Instructor-created academic announcements that address common errors, connect course content to current events, or highlight key insights

Note: Course content built before the term (e.g., pre-recorded lectures, readings, publisher materials) is instruction but is not, by itself, substantive interaction.

4. Facilitating Group Discussion

- Posing discussion prompts designed to deepen analysis, then engaging with student responses through follow-up questions or synthesis

- Instructor participation in collaborative assignments or peer review with oversight and guidance
- Use of Canvas discussion tools or third-party learning tools (e.g., LTIs such as Harmonize, Perusall, Pronto, Padlet) with active instructor facilitation

> ⚠ **Posting a discussion prompt alone does not constitute facilitation.** The instructor must actively participate to guide learning.

B. Substantive vs. Other Interaction

Not all instructor contact constitutes "substantive" interaction. The following distinctions apply:

✓ Substantive Interaction (counts toward RSI)	✗ Other Interactions (do not count as Substantive)
Meaningful rubric feedback on an assignment	Grade posting without feedback comments
Announcing upcoming content and connecting it to course objectives	Automated "assignment due" reminders
Responding to a content question with academic guidance	Deadline or syllabus logistics announcements only
Facilitating discussion with follow-up prompts	Replies of "Good job!" or "Great work!" without elaboration
Instructor-created video or recorded content tied to course objectives and created in response to student work or discussions	Posting required readings/videos without instructor-initiated engagement
Proactive outreach with academic guidance to a struggling student	Facilitated discussions that do not directly address course content (e.g., personal or academic advising)
Live lectures, review sessions or real-time demonstrations in scheduled synchronous class sessions	An optional/unstructured discussion board with no facilitation

Who provides the interaction. Substantive interaction must come from the instructor of record, who meets the minimum qualifications for the discipline. Publisher courseware, auto-graded quizzes, adaptive learning tools, and AI-generated responses or feedback do not count toward RSI on their own, although they may support learning and academic engagement. Interaction provided by tutors, supplemental instruction leaders, or other support staff does not substitute for instructor interaction.

III. Regular Interaction

A. "Regular" Defined

Regular means **predictable, scheduled, and consistent throughout the entire term**, not front-loaded, back-loaded, or clustered around high-stakes assessments only. Regular interaction is:

- Built into the course schedule and communicated to students in the syllabus or orientation
- Distributed across the full term without extended gaps that leave students without instructor contact
- Commensurate with the pace and intensity of the term length (accelerated terms require more frequent interaction)

B. Cadence Requirements: Minimum Frequency by Term Length

The following table defines the minimum instructor-initiated RSI rhythm for asynchronous, synchronous online, and hybrid courses. Section IV explains how it applies to synchronous and hybrid courses. These are floors, not ceilings; more frequent interaction is encouraged and supports student success.

Term Length	Min. Instances of Substantive Interaction	Number of Substantive Methods
17.5-week or 14-week	**1× per week**	At least 2 different substantive interaction methods over the course of the term
8-week or 6-week	**2× per week**	At least 2 different substantive interaction methods over the course of the term

C. Monitoring Academic Engagement and Success

Federal regulations (34 C.F.R. §600.2) require the College to ensure that student academic engagement and success are monitored and that an instructor will "promptly and proactively" initiate substantive interaction when needed. At Chaffey College, the instructor of record carries out this monitoring. **Monitoring is an RSI requirement, not an optional best practice.**

Minimum Monitoring Expectations

- Check student participation and progress (assignment completion, discussion participation, academic activity in Canvas, assessment performance) on a regular basis throughout the term (at minimum weekly or per module, consistent with the cadence standard in Section III-B) and at least once prior to the withdrawal deadline.

- Initiate proactive, substantive outreach when students are not participating or showing signs of academic difficulty.

Effective Outreach

Outreach to inactive or struggling students must be substantive and action oriented. An effective outreach message includes:

- What the student missed or where they are falling behind
- How to re-engage with course materials and activities
- Where to find help (tutoring, counseling, instructor office hours)
- Any time-sensitive deadlines or consequences

> ⚠ A brief "just checking in" message without academic guidance does not satisfy the substantive outreach requirement.

IV. Application to Synchronous Online and Hybrid Courses

Sections II and III apply to all distance education courses. This section explains how they apply when some or all of a course meets in real time or in person.

A. Synchronous Online Courses

Synchronous online courses (fully online courses delivered through live, real-time video conferencing such as Zoom, held on a regular schedule) differ from fully asynchronous courses in that scheduled live class sessions themselves constitute Direct Instruction under Section II-A.1, provided the instructor actively facilitates the session.

- Regularly scheduled synchronous sessions satisfy the "predictable, scheduled, and consistent" standard in Section III-A for the class meetings they cover.
- The cadence minimums in Section III-B still apply to synchronous online courses: at least two different substantive interaction methods are required over the course of the term, and Direct Instruction (live sessions) may count as one of the two.
- Prerecorded lectures, without live instructor facilitation at the time of the session, do not qualify as Direct Instruction.

B. Hybrid Courses

A hybrid course replaces part of its scheduled in-person instruction with distance education. Title 5 (§55204) requires regular and substantive interaction in any portion of a course conducted through

distance education. In-person instruction is not distance education, so the online portion of every hybrid course must meet the requirements in this document on its own.

- In-person class meetings do not count toward the minimum frequency in Section III-B or as one of the two substantive interaction methods. In each week that includes online instruction, the online portion must include at least the minimum frequency in Section III-B.
- The online portion must show at least two different substantive interaction methods over the course of the term, drawn from Section II-A.2–4. Section II-A.1 also applies if the online portion includes synchronous online sessions.
- In-person meetings may introduce, preview, or follow up on online work. The course schedule should show students when each portion takes place.
- Monitoring under Section III-C applies to hybrid courses throughout the term, including engagement in the online portion.

V. Student-to-Student Interaction

California Title 5 (§55204) requires student-to-student interaction in distance education courses if specified in the COR or DE addendum. This is a state requirement, separate from the federal RSI framework. **Faculty are required to provide opportunities for student-to-student interaction per Chaffey College's DE addendum included in the COR.** Faculty are evaluated on whether they design and provide structured opportunities for student-to-student interaction, not on whether individual students choose to participate. Student-to-student interaction can, but is not required to, meet the definition of substantive interaction.

Examples of What Qualifies

- Peer review or critique with clear criteria and instructor oversight
- Collaborative group tasks or projects aligned to course competencies
- Discussion boards, chats, or Q&A with instructor facilitation (not optional or unmonitored boards)
- Social annotation or peer-response activities
- Other activities that provide the opportunity for students to interact with each other

> **Faculty Action Item**
>
> Consult your COR and DE addendum to confirm the specific type and frequency of student-to-student interaction required in your course.

VI. RSI Evidence for Accreditation

Federal regulations and accreditation standards require regular and substantive interaction (RSI) that is predictable and scheduled, along with monitoring of students' academic engagement and success (34 C.F.R. §600.2; ACCJC 2024 Accreditation Standard 2.6; ACCJC Policy on Distance Education and on Correspondence Education). ACCJC peer reviewers verify RSI by examining archived course sections in Canvas; the college is responsible for providing access to any evidence that lives elsewhere (Protocol for Distance Education Review, Nov. 2024). Programs and faculty should ensure that RSI is not only occurring, but that it is transparent, documented, and verifiable for purposes of accreditation review and institutional compliance.

Evidence Category	Examples in Canvas / Course Materials
Regular Interaction	Syllabus, orientation materials, or communication plan includes response time expectations, grading turnaround, and contact methods. A visible schedule of instructor-initiated interaction (e.g., weekly overviews, module intros/wrap-ups). A pattern of RSI distributed across the term.
Regular Interaction: Monitoring & Outreach	Messages to inactive or struggling students (e.g., emails, individual comments on submissions, Canvas Inbox).
Substantive Interaction: Direct Instruction	Syllabus showing that the section meets synchronously on a regular schedule, with live sessions posted in Canvas (e.g., calendar events or Zoom links). Applies only to synchronous online sessions (Section II-A.1; see also Section IV).
Substantive Interaction: Feedback on Coursework	Rubric comments, SpeedGrader annotations, or submission comments with substantive guidance. Audio or video feedback on student work. Feedback that explains grades and offers specific improvement suggestions (not just "good job").
Substantive Interaction: Responding to Course Content Questions	Instructor responses to course content questions via Canvas tools or Q&A discussion boards. Announcements that address common errors, connect content to current events, or highlight insights. Instructor-created video or recorded content tied to course objectives and created in response to student work or discussions.
Substantive Interaction: Facilitating Group Discussion	Instructor prompts designed to deepen analysis. Follow-up questions, synthesis posts, or guided critique in student discussions. Evidence of active instructor participation, not just grade recording.
Student-to-Student Interaction	Discussions with instructor facilitation (not optional or unmonitored boards). Peer review or critique assignments with criteria and instructor oversight. Collaborative group activities.

VII. Expectations per the 2026–29 Chaffey College Faculty Association Agreement, Section 19.8

- The faculty member publishes, by 8:00 a.m. on the first day of class, and maintains a course shell in the District learning management system for all assigned classes that includes an electronic copy of the syllabus, an up-to-date gradebook, and information about how office hours (if applicable) will be conducted and times of availability.
- The faculty member communicates, within the first week, with students who are absent or have not logged in on the first day of class and urges them to log in and participate.
- The faculty member provides regular and substantive interaction between the instructor and the student (e.g., discussion boards, chat, feedback on assignments, course announcements, email).
- The faculty member provides opportunities for student-to-student interaction (e.g., discussion boards, group projects, presentations).
- The faculty member maintains regular instructional engagement and monitoring throughout the course.

VIII. Reference Materials & Legal Basis

- 34 C.F.R. §600.2: Federal definition of distance education and regular and substantive interaction
- Cal. Code Regs. Tit. 5, §55204: California instructor contact requirements for distance education
- Cal. Code Regs. Tit. 5, §§55200 and 55206: Distance education definition, accessibility, and course approval
- 28 C.F.R. Part 35, Subpart H: ADA Title II web and mobile accessibility rule (WCAG 2.1 Level AA; compliance date April 26, 2027)
- 20 U.S.C. §1232g; 34 C.F.R. Part 99: Family Educational Rights and Privacy Act (FERPA)
- Chaffey College AP 4105: Distance Education administrative procedure
- CVC-OEI Course Design Rubric: California Virtual Campus online best practices (validated by Chaffey IR, 2022 & 2025)
- Academic Senate Minutes, February 17, 2026: RSI Workgroup charge
- ACCJC 2024 Accreditation Standards (Standards 2.1, 2.6, 2.9, and 3.2): Accreditation expectations for distance education quality
- ACCJC Quality Continuum Rubric (Nov. 2024)

- ACCJC Policy on Distance Education and on Correspondence Education (revised June 2021; edited June 2025)
- ACCJC Protocol for Distance Education Review (Nov. 2024)
- 2026–29 Chaffey College Faculty Association Agreement, Section 19.8

IX. Approval & Signatures

Signature & Date

Academic Senate President

Signature & Date

Associate Superintendent of Instruction and Institutional Effectiveness

Signature & Date

Superintendent / Designee

ASSOCIATE'S DEGREE

FUNCTION:

Patterns of learning experiences to support students' **academic and career goals** (includes GE)

§ 55060. Philosophy and Criteria for the Associate Degree and General Education.

STRUCTURE:

Major or Interdisciplinary area of emphasis (minimum of 18 units)

AND

General Education Pattern (minimum of 21 units)

§ 55061. Associate Degree Course Requirements.

CCCCO requires:

Community College Associate's Degrees align with:

- **Transfer expectations**

OR

- **Job/Career Skills**
  - Evidence of demand
  - Living wage

TRANSFER PREPARATION

- AS-Ts and AA-Ts = Statewide Aligned Transfer Degrees **Cal-GETC only**
- **Local Degrees** for which there is NOT an AS-T/AA-T yet OR existing AS-T/AA-T does not align with path at transfer institution (e.g. UC pathway) **Cal-GETC or Chaffey GE**

CAREER PREPARATION

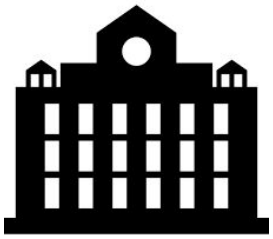
- AS-T and AA-T Degrees in Career Technical Education (CTE) **Cal-GETC only**
- **Local CTE degrees** for which there is NOT an AS-T/AA-T **Chaffey GE or Cal-GETC**

General Education Paths at Chaffey (since 25-26)

Non-transferring students:

Chaffey GE

- 6 Areas (same as CalGETC)
- 7 courses (**~21 units**)
- Includes courses that don't count as GE at both CSU & UC



Transferring students:

CalGETC

- 6 Areas
- 11-12 courses (**~34 units**)
- ALL courses count as GE at both CSU & UC
- Transfers to **both UC & CSU**

Why have Chaffey GE?

LOCAL DEGREES

STUDENT GOAL: TRANSFER

- **Local Degrees** for which there is NOT an AS-T/AA-T yet OR existing AS-T/AA-T does not align with path at transfer institution (e.g. UC pathway)

GE pattern:

- **Cal-GETC (34 units min.)***
- **Chaffey GE (21 units min)**

***Recommended for transfer**

STUDENT GOAL: DIRECT to CAREER

- **Local CTE Degrees** for which there is NOT an AS-T/AA-T yet OR existing AS-T/AA-T does not align with path at transfer institution (e.g. UC pathway)

GE pattern:

- **Cal-GETC (34 units min.)**
- **Chaffey GE (21 units min)***

***Recommended b/c fewer units**

Academic and Career Community
Arts, Communication, and Design
Arts, Communication, and Design
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Business, Technology, and Hospitality
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Health and Wellness
Manufacturing, Industrial Design, and Transportation
Manufacturing, Industrial Design, and Transportation
Manufacturing, Industrial Design, and Transportation
Manufacturing, Industrial Design, and Transportation
Manufacturing, Industrial Design, and Transportation
Manufacturing, Industrial Design, and Transportation
Manufacturing, Industrial Design, and Transportation
Manufacturing, Industrial Design, and Transportation
Public Service, Culture, and Society
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Public Service, Culture, and Society
Public Service, Culture, and Society
STEM - Science, Technology, Engineering and Mathematics
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Department	Program Title
American Sign Language	American Sign Language Studies
Art: Graphic Design/Digital Media	Graphic Design for Digital Media
Chinese	Chinese Studies
Photography	Photography
Theatre	Theatre: Acting Emphasis
Broadcasting and Cinema	Broadcasting and Cinema
Fashion Design and Merchandising	Fashion Design
Fashion Design and Merchandising	Fashion Merchandising
Interior Design	Interior Design
Art	Studio Arts for Transfer
Art History	Art History for Transfer
Communication Studies	Communication Studies 2.0 for Transfer
English	English for Transfer
Journalism	Journalism for Transfer
Music	Music for Transfer
Music	Music Industry Studies
Spanish	Spanish for Transfer
Theatre	Theatre Arts for Transfer
Broadcasting and Cinema	Film, Television and Electronic Media for Transfer
Accounting	Accounting
Business and Real Estate	Business
Business and Real Estate	Facilities Management
Business and Real Estate	Global Business
Business and Real Estate	Management
Business and Real Estate	Marketing
Business and Real Estate	Paralegal Studies
Business and Real Estate	Real Estate
Business and Real Estate	Real Estate Property Management
Business and Real Estate	Retail Management
Business and Real Estate	Small Business Entrepreneur
Business and Real Estate	Supervision
Business and Real Estate	Supply Chain Management
Business Technology	Professional Administrative Management
Computer Information Systems	Artificial Intelligence
Computer Information Systems	Cloud Solutions Architecting
Computer Information Systems	Computer Game Development
Computer Information Systems	Cybersecurity Professional
Computer Information Systems	Development Operations
Computer Information Systems	Information Technology and Information Systems
Computer Information Systems	Networking Specialist (CCNA)
Computer Information Systems	Programmer

Computer Information Systems	Technology and Innovation
Computer Information Systems	Web Development and Social Media
Culinary Arts (BTH)	Culinary Arts
Culinary Arts (BTH)	Professional Baking and Patisserie
Hospitality Management (BTH)	Hospitality Management: Food Service
Hospitality Management (BTH)	Hospitality Management: Hotel Management
Business and Real Estate	Business Administration 2.0 for Transfer
Hospitality Management (BTH)	Hospitality Management for Transfer
Kinesiology	Physical Education
Dental	Dental Assisting
Gerontology	Gerontology
Nursing: Associate Degree	Nursing VN to RN
Nursing: Associate Degree	Nursing: ADN
Nursing: Vocational	Nursing: Vocational
Physical Therapy Assistant	Physical Therapist Assistant
Radiologic Technology	Radiologic Technology
Kinesiology	Kinesiology for Transfer
Nutrition and Food	Nutrition and Dietetics for Transfer
Public Health	Public Health for Transfer
Public Health	Public Health Science for Transfer
Automotive Technology	General Automotive Service Technician
Automotive Technology	Master Automotive Technician
Aviation Maintenance Technology	Airframe and Powerplant
Drafting	CAD Drafting Technician: Architectural
Drafting	CAD Drafting Technician: Mechanical
Drafting	Engineering Technology
Industrial Electrical Technology	Industrial Electrical Technology
Industrial Electrical Technology	Mechatronics
Economics	Political Economics
Child Development and Education	Child Development
Criminal Justice	Correctional Science
Fire Technology	Fire Technology: Professional Firefighter
Anthropology	Anthropology for Transfer
Business and Real Estate	Law, Public Policy, and Society for Transfer
Economics	Economics for Transfer
Education	Elementary Teacher Education: Integrated Programs for
History	History for Transfer
Philosophy	Philosophy for Transfer
Political Science	Political Science for Transfer
Psychology	Psychology for Transfer
Sociology	Social Justice Studies, General for Transfer
Sociology	Sociology for Transfer

Child Development and Education	Early Childhood Education for Transfer
Criminal Justice	Administration of Justice for Transfer
Biology	Biological Sciences
Computer Science	Data Science
Engineering	Engineering
Geology	Earth Science
Geology	Geological Sciences
Geography	Geography for Transfer
Biology	Biology for Transfer
Biology	Environmental Science for Transfer
Chemistry	Chemistry for Transfer
Chemistry	Chemistry University of California Transfer Pathway
Computer Science	Computer Science for Transfer
Geology	Geology for Transfer
Mathematics	Mathematics 2.0 for Transfer
Mathematics	Mathematics for Transfer
Physics	Physics 2.0 for Transfer
Physics	Physics for Transfer
Physics	Physics University of California Transfer Pathway

rogram Award Typ	General Education Pattern
A.A. Degree	Chaffey GE (or Cal-GETC)
A.A. Degree	Chaffey GE (or Cal-GETC)
A.A. Degree	Chaffey GE (or Cal-GETC)
A.A. Degree	Chaffey GE (or Cal-GETC)
A.A. Degree	Chaffey GE (or Cal-GETC)
A.S. Degree	Chaffey GE (or Cal-GETC)
A.S. Degree	Chaffey GE (or Cal-GETC)
A.S. Degree	Chaffey GE (or Cal-GETC)
A.S. Degree	Chaffey GE (or Cal-GETC)
AA-T	Cal-GETC
AA-T	Cal-GETC
AA-T	Cal-GETC
AA-T	Cal-GETC
AA-T	Cal-GETC
AA-T	Cal-GETC
AA-T	Cal-GETC
AA-T	Cal-GETC
AA-T	Cal-GETC
AS-T	Cal-GETC
A.S. Degree	Chaffey GE (or Cal-GETC)
A.S. Degree	Chaffey GE (or Cal-GETC)
A.S. Degree	Chaffey GE (or Cal-GETC)
A.S. Degree	Chaffey GE (or Cal-GETC)
A.S. Degree	Chaffey GE (or Cal-GETC)
A.S. Degree	Chaffey GE (or Cal-GETC)
A.S. Degree	Chaffey GE (or Cal-GETC)
A.S. Degree	Chaffey GE (or Cal-GETC)
A.S. Degree	Chaffey GE (or Cal-GETC)
A.S. Degree	Chaffey GE (or Cal-GETC)
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A.S. Degree	Chaffey GE (or Cal-GETC)

A.S. Degree	Chaffey GE (or Cal-GETC)
A.S. Degree	Chaffey GE (or Cal-GETC)
A.S. Degree	Chaffey GE (or Cal-GETC)
A.S. Degree	Chaffey GE (or Cal-GETC)
A.S. Degree	Chaffey GE (or Cal-GETC)
A.S. Degree	Chaffey GE (or Cal-GETC)
AS-T	Cal-GETC
AS-T	Cal-GETC
A.A. Degree	Chaffey GE (or Cal-GETC)
A.S. Degree	Chaffey GE (or Cal-GETC)
A.S. Degree	Chaffey GE (or Cal-GETC)
A.S. Degree	Chaffey GE (or Cal-GETC)
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A.S. Degree	Chaffey GE (or Cal-GETC)
A.S. Degree	Chaffey GE (or Cal-GETC)
A.S. Degree	Chaffey GE (or Cal-GETC)
AA-T	Cal-GETC
AS-T	Cal-GETC
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AS-T	Cal-GETC
A.S. Degree	Chaffey GE (or Cal-GETC)
A.S. Degree	Chaffey GE (or Cal-GETC)
A.S. Degree	Chaffey GE (or Cal-GETC)
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A.S. Degree	Chaffey GE (or Cal-GETC)
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A.S. Degree	Chaffey GE (or Cal-GETC)
A.S. Degree	Chaffey GE (or Cal-GETC)
A.A. Degree	Chaffey GE (or Cal-GETC)
A.S. Degree	Chaffey GE (or Cal-GETC)
A.S. Degree	Chaffey GE (or Cal-GETC)
A.S. Degree	Chaffey GE (or Cal-GETC)
AA-T	Cal-GETC
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AS-T	Cal-GETC
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A.S. Degree	Chaffey GE (or Cal-GETC)
A.S. Degree	Chaffey GE (or Cal-GETC)
A.S. Degree	Chaffey GE (or Cal-GETC)
A.S. Degree	Chaffey GE (or Cal-GETC)
A.S. Degree	Chaffey GE (or Cal-GETC)
AA-T	Cal-GETC
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Alternate Senators Italicized		Present	Adoption of the 10.13.26 Agenda	Motion to approve the 10.13.26 Consent Agenda	Motion to endorse the local GE pattern		
Representation	**Name**						
President	Elizabeth "Liz" Encarnacion	Y					
Vice President	Steve Shelton	Y	Y	Y			
Secretary/Treasurer	Laura Santamaria Brady	Y	Y	Y			
Curriculum Chair	Angela Burk-Herrick	Y	Y	Y			
ACD-A	Laura Santamaria Brady						
ACD-A	Henry Leonor	Y	Y	Y			
ACD-A Alternate	*Steve Shelton*						
ACD-B	Vacant						
ACD-B	Nicole Farrand	Y	Y	Y			
ACD-B Alternate	*Vacant*						
ACC	Myra Andrade	Y	Y	Y			
ACC	Wendy Whitney	Y	Y	Y			
ACC Alternate	*Jackie Boboye*	Y					
ACC Alternate	*Fabiola Espitia*						
BTH/MIDT	Joseph Lee	Y	Y	Y			
BTH/MIDT	Jonathan Polidano	Y	Y	Y			
BTH/MIDT Alternate	*Jay Scott*						
Chino Campus	Hannah Carter	Y					
Chino Campus	Manar Hijaz						
Chino Campus Alternate	*Vacant*						
Fontana Campus	Sean Connelly	Y	Y	Y			
Fontana Campus	Anthony "Tony" Guaracha		Y	Y			
Fontana Campus Alternate	*Vacant*						
HFID&C	Vacant						
HFID&C	Vacant						
HFID&C Alternate	*Vacant*						
HW - HS	Lisa Doget						
HW - HS	Vacant						
HW - HS Alternate	*Vacant*						
HW - KNA	Annette Henry	Y	Y	Y			
HW - KNA	Candice Hines-Tinsley						
HW - KNA Alternate	*Robert "Rob" Hadaway*	Y	Y	Y			
Instructional Support	Terezita Reyes Overduin	Y	Y	Y			
Instructional Support	Christina Holdiness	Y	Y	Y			
Instructional Support Alternate	*Rose Ann Osmanian*						
PCS	Melanie Bratcher	Y	Y	Y			
PCS	Rebecca Brewer	Y	Y	Y			
PCS Alternate	*Vacant*						
STEM	Justin Keller	Y	Y	Y			
STEM	Louisa Villeneuve	Y	Y	Y			
STEM Alternate	*Maryline Chemama*						
STEM Alternate	*Candace Leuthold*						
Senator-At-Large	Tamari Jenkins	Y					
Senator-At-Large	Jin Liu	Y	Y	Y			
Senator-At-Large	Sarah Chamberlain	Y	Y	Y			
Adjunct Senator-at-Large	Vacant						
Adjunct Senator-at-Large	Ekta Kandhway	Y	Y	Y			
**Adjunct Alternate Senator*	*Vacant*						
Classified Senate Liaison	Sarah Schmidt	Y					
CC Student Government	Zeinah Abdelrhman	Y					
CC Student Government	Sarah Libdeh	Y					
Total Yes Votes		**28**	**22**	**22**	**0**	**0**	**0**
Total No Votes			**0**	**0**	**0**	**0**	**0**
Total Abstentions			**0**	**0**	**0**	**0**	**0**

- = Not available during meeting to vote

37 members total - up to 26 voting at any given time. The President is a non-voting member, but counts as quorum. Curriculum Chair now votes per 8.25.20 meeting.

President ONLY votes to break a tie. RED indicates reported absence PURPLE indicates reported tardy/leave early

A quorum shall consist of two-thirds of the voting members of the Academic Senate (include the President-but only votes to break a tie)

18 members are needed for QUORUM

28 Members present at this meeting

10.13.26 Academic Senate Meeting